

## **Bidikmisi Students' Perspectives on Online Distance Learning during Covid-19 Pandemic Lockdown at Sriwijaya State Polytechnic**

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### **Abstract**

During the outbreak of the Covid 19 pandemic, educational systems around the world had been disrupted, and as a result, lecturers and Bidikmisi students had to conduct teaching and learning processes from home. This study aimed to investigate the perspectives of Bidikmisi students on online distance learning during the lockdown at Sriwijaya State Polytechnic due to the Covid 19 pandemic. The study was carried out with the mixed method. The researchers asked 85 students from two different intensive English courses to complete a five-point Likert scale questionnaire on the Online Learning Environment Survey (OLES), and answer six open-ended questions distributed using google form. The sample comprised 85 bidikmisi students from nine departments– not only Engineers in civil, mechanical, chemical, computer, electrical and computer information systems, but also Business Administration, Accounting, Informatics Management, and English. The finding of this study revealed that some of bidikmisi students positively accepted this online distance learning, but most of them negatively revealed that bidikmisi students faced some challenges with online distance learning; they preferred face-to-face classes. The study concluded with a recommendation that the findings of this study can assist policymakers and lecturers in developing effective or efficient teaching strategies for overcoming tough situations or pandemics, particularly for bidikmisi students.

*Keywords:* bidikmisi students, Covid-19 pandemic, distance learning, Indonesia context, online learning, Sriwijaya State Polytechnic, students' perceptions,

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## Introduction

A significant impact of the COVID-19 pandemic can be seen on all aspects of social life, including education. By establishing a learning policy through the Ministry of Education and Culture, the government has minimized the spread and mitigated the impact of the virus, namely learning from home, in all countries (United Nation, 2020). Even if teachers and students do not interact directly at school, such a regulation allows the teaching and learning process to continue. Without having to leave their homes, teachers and students can still provide instructional materials and receive lessons. The effect of the policy is that the learning system undergoes a change from face-to-face to online. The global coronavirus pandemic has had a significant impact on the teaching-learning process in higher education institutions, as well as on teacher-student interaction. All educational institutions are required to conduct all of their activities with students solely online. The widespread relocation of classrooms to students' homes potentially change students' perceptions of this kind of instruction (Coman et al., 2020). In addition, the Minister of Education and Culture of the Republic of Indonesia has issued a circular regarding how teachers should be able to provide learning that is relevant to pandemic circumstances, rather than simply following curriculum guidelines.

The Ministry of Research, Technology, and Higher Education in 2010, in collaboration with the Directorate-General for Education and Student Affairs, initiated the program of Tuition Fee Assistance for Bidikmisi students, i.e tuition assistance for students who potentially have good academic from economically disadvantaged families to finish their studies in college on excellent courses to graduate on time.

Bidikmisi is a government scholarship that is specifically allocated for impoverished students with good and future abilities. Online learning has caused many students to complain, which they found to be unproductive and difficult to adjust to the lecturer's approaches. Students complained not only about the limited quota if they were forced to use conferencing as a lesson technique, but also the unstable internet connection in their house which make them worried. Several students admitted that they were not particularly excited about the lectures.

## Research Questions

The main objective of this study is to examine the perspectives of bidikmisi students have when learning online during the covid-19 pandemic's lockdown period. This study addresses that gap by investigating the following research questions: What are the bidikmisi students' perspectives about computer usage, teacher support, student interaction and collaboration, personal relevance, authentic learning, student autonomy, equity, contentment, synchronicity, the greatest benefit of online distance learning, the greatest drawback of online distance learning, positive and negative experiences with online distance learning, the rank of the effectiveness of online distance learning, and the preferences of class format.

## Literature Review

### *Bidikmisi*

The bidikmisi program, run by Directorate General of Learning and Student Affairs at the Ministry of Research, Technology and Higher Education, is aimed at improving access to higher education for new students. Program bidikmisi is a tuition price stimulus program for selected new students

with good aptitude but financial difficulties due to their parents' poor financial status. The Bidikmisi program is held every year to enhance access to higher education.

Bidikmisi is a program run by Directorate-General for Learning and Student Affairs of the Ministry of Research, Technology and Higher Education since 2015. Prospective students who pass the Polytechnic or University Entrance Examination and are verified as Bidikmisi recipients for Undergraduate degree, Associate Degree (D4) programs of up to 8 semesters, and associate degree lasting up to 6 semesters, receive a Bidikmisi program. Since 2016, the scholarship amount is Rp6.300.000,00 (six million and three hundred thousand rupiah) per semester, divided into Rp2.400.000,00 (two million and four hundred thousand rupiah) per semester and Rp650.000,00 (six hundred and fifty thousand rupiah) per student per month, for a total of Rp3.900.000,00 (three million and nine hundred thousand rupiah) per semester.

The objectives of the bidikmisi program are as follows: (a) to improve the learning motivation and learning achievement of prospective students, especially those experiencing financial difficulties; (b) to improve access and learning opportunities in a higher education institution for students who have no money but who have excellent academic potential; (c) to subsidize tuition for prospective / students who meet the eligibility requirements to enroll and complete a diploma / degree course on time; (d) to improve student performance, both in the curriculum, co-curricular and extra-curricular; (e) to have the unintended consequence of students and prospective students continually improving their performance and remaining competitive; (f) to promote independent and productive graduates who are also socially engaged and (g) to enable them to participate in the end of the poverty chain and guidelines for community development / implementation of the mission goal (Kemenristekdikti, 2016).

The purpose of bidikmisi expansion, according to Rahayu and Suwanda (2015), was to encourage poor communities with high academic potential to enroll in higher education, hoping to produce human resources that can contribute to poverty reduction and community development.

### ***Online Learning during the Covid-19 Pandemic***

The Covid-19 became widely known and had a significant impact on schooling. Many countries, including Indonesia, have passed regulations prohibiting all educational activities, compelling the government and connected institutions to create alternative educational opportunities for students and students who are unable to complete their education in educational institutions.

Universities were forced to carry out their activities with students completely online as a result of the pandemic (Wu, 2020). Online learning varies from traditional or other forms of learning in that it focuses not only on instruction but also on personalized learning. To put it another way, traditional education is more teacher-centered, whereas online learning has led to a shift toward a student-centered education (Oye, Salleh & Iahad, 2012).

This paradigm shift may cause changes in students' perceptions of this method of instruction, and some elements may be viewed as potential barriers in students' learning processes, such as decreased motivation, delayed feedback or assistance because teachers are not always

present when students need help while studying, or feelings of isolation due to the absence of peers' physical presence.

### ***Online Learning Issues during the COVID-19 Pandemic***

Online learning offers individuals educational environments independent from time and space (Bilgiç & Tüzün, 2015). However, technology integration is sometimes problematic for institutions (Ertmer, 1999). Additionally, student barriers to online learning may include misinterpretation of expectations, time management, interpersonal communication, while lecturer barriers can involve expectations identification, providing feedback, and interpersonal relations (Davis, Gough & Taylor, 2019). Additionally, delay in responses, skepticism of their peers' supposed expertise, feeling of isolation, difficulties collaborating with their peers, technical problems, issues associated with lecturer behavior and higher attrition rates are seen as barriers to online learning (Muthuprasad et al., 2021).

Among the major factors that determine the implementation of online learning, Zhong (2020) identifies insufficient access, the availability of the internet and students' ability to participate in digital learning, and the lack of proper interaction with lecturers. The use of virtual classes is not suitable for students with kinesthetic learning styles. Online learning also lacks the socialization found in traditional classrooms.

The digital learning world allows students to communicate with their friends digitally, but they cannot meet with them directly. Thus, the sharing of ideas, knowledge and information is partly missing (Britt, 2006). A second finding from the current survey that is in accordance with previous research (O'Malley & McCraw, 1999) was that online students struggle with learning as much as they used to in face-to-face classes. Classroom activities were also more engaging than online classes. In a recent study, Jeffrey, Milne and Suddaby (2014) found that online classes are awkward for students.

### ***Online Learning Environment Survey***

In comparison to other tools that have been used to evaluate students' impressions of the actual and preferred online learning environment in the institution, the OLES instrument is the most recently produced online learning environment evaluation tool. Trinidad, Aldridge, and Fraser (2005) created the Online Learning Environment Survey (OLES) to examine students' impressions of online learning in mixed courses. OLES comprises nine scales; Computer Usage (CU), Teacher Support (TS), Student Interaction and Collaboration (SIC), Personal Relevance (PR), Authentic Learning (AL), Student Autonomy (SA), Equity (EQ), Contentment (C), and Synchronicity (S).

Table 1. *Description of each scale in the OLES*

Scale	Description
Computer Usage	The extent to which students are aware of one another and are willing to help and encourage one another.
Lecturer Assistance	The extent to which the teacher makes friends, trusts and cares for his students.
Student Interaction & Collaboration	The degree to which students pay attention in class, participate in discussions, complete extra work, and enjoy it.

Personal Relevance	The importance of completing planned actions and remaining focused on the topic at hand.
Authentic Learning	The importance placed on inquiry skills and methods, as well as their use in problem-solving and investigation.
Student Autonomy	On learning tasks, the amount to which students cooperate rather than compete with one another.
Equity	The lecturer's ability to treat all students equally.
Synchronicity	The extent to which lecturers differentiate students based on their abilities, learning pace, and interests.
Contentment	The extent to which students appreciate learning in a particular environment.

### ***Research Design***

This research study used a mixed-method design. Quantitative data were obtained through an online survey and the qualitative data were obtained through open interview questions. The research paradigm necessitates the collection and analysis of quantitative and qualitative data to gain a better understanding in answering the research questions explored in the study (Malik & Hamied, 2016). It is in line with Creswell (2009) who states that mixed methods research is a process of research in which the researchers integrate qualitative and quantitative methods of data collection and analysis to best understand a research purpose.

Mixing quantitative and qualitative data in such a way that research topics are meaningfully explained is one of the major advantages of integrating post-positivism and interpretivism in a mixed-methods design. Fetters (2016) notes that mixed-methods designs incorporate philosophical frameworks for understanding complex research issues. Also, it enables an in-depth understanding of smaller cases, and provides a logical grounding and methodological flexibility (Maxwell, 2016). Researchers can, therefore, use mixed-methods in order to answer research questions in a way that is adequate in terms of depth and breadth (Enosh, Tzafir, & Stolovy, 2014) and helps generalize findings to the general public.

### ***Research Procedures***

In this study, quantitative data collection was carried out by administering open and closed questions to 85 bidikmisi students via Google Form. The first survey was Online Learning Environment Survey (OLES) consisted of nine scales. Bidikmisi students of Sriwijaya State Polytechnic were asked to rate items using Likert scales of frequency. The second survey dealt with six open interview questions. The surveys were distributed through WhatsApp, both through the personal WhatsApp and WhatsApp group of Bidikmisi students. Meanwhile, qualitative data are analyzed through semi-structured interviews via video conferencing and mobile phone applications.

### ***Data Collection Instruments***

In order to compile the quantitative data, the researchers used Online Learning Environment Survey (Pearson & Trinidad, 2005), consisting of 54 statements of 9 scales covering Computer Usage, Lecturer Assistance, Student Interaction & Collaboration, Personal Relevance, Authentic Learning, Student Autonomy, Equity, Contentment, and Synchronicity. Bidikmisi students were asked to indicate their 'actual' and 'preferred' experience with components of online learning. It was constructed using Likert scales of frequency, Always, Frequently, Quite Often, Sometimes

and Never. To find out more about bidikmisi students' perspectives towards online distance learning conducted by lecturers at Sriwijaya State Polytechnic during the COVID-19 pandemic, the researchers also employed open-questionnaire comprising six questions about the greatest benefit of online distance learning, the greatest drawback of online distance learning, the positive experience of online distance learning, the negative experience of online distance learning, the rank of online distance learning effectiveness, and the class format students prefer.

### Participants

This research was carried out in 2021 with Bidik Misi students at the Sriwijaya State Polytechnic. The sample consisted of 85 Bidik Misi students. All bidikmisi students in the study were in the second semester of the nine departments – Civil Engineering, Mechanical Engineering, Chemical Engineering, Computer Engineering, Business Administration, Accounting, Informatics Management, Electrical Engineering, and English.

The gender breakdown of the valid surveys consisted of 51 males and 34 females. The majority of respondents were from the 17-19 age group (Figure 1).

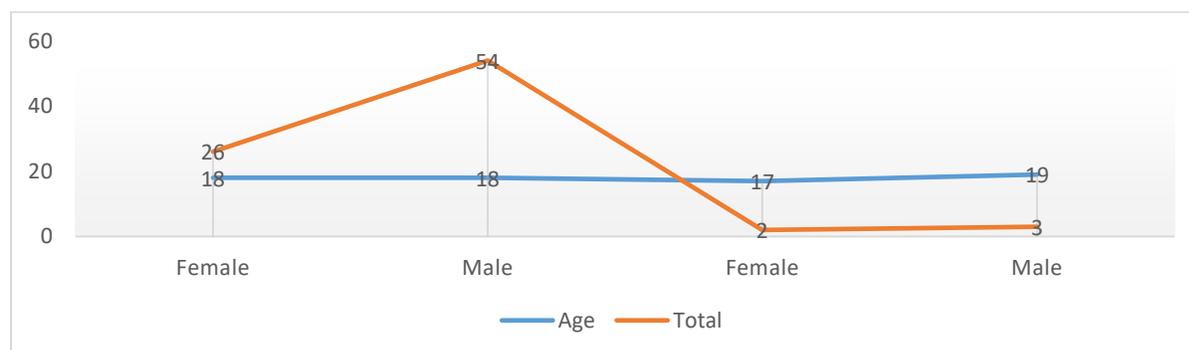


Figure 1. Number and age range of students (N=85)

The students in this survey were enrolled across nine departments, with the majority from the Accounting Department, followed by Business Administration Department. The smallest group was from the English Department.

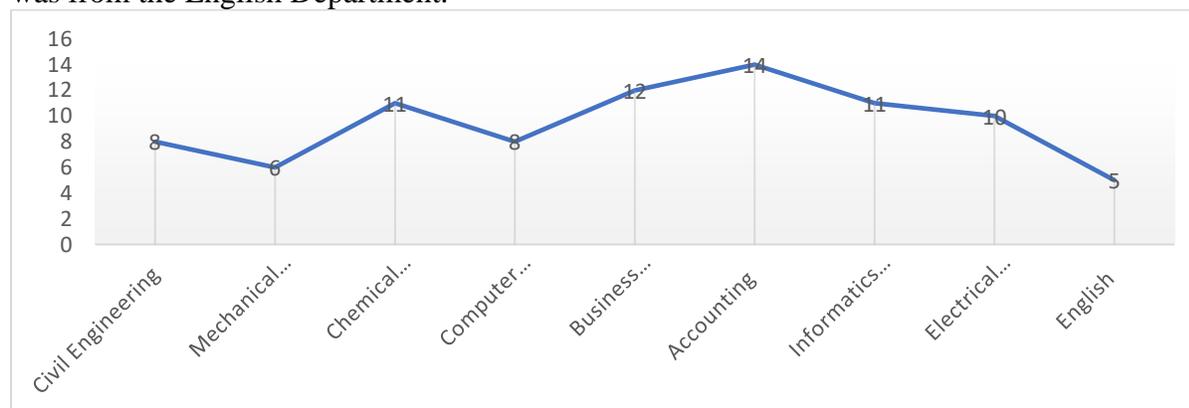


Figure 2. Discipline area of students (N=85)

### Data Analysis

The data from college students' closed-ended questionnaire was statistically computed with SPSS version 26 for Windows to find out the percentage of each statement and then was interpreted descriptively. The interview data were analyzed to relate the perception of college students toward online learning. The results of the survey and interview were employed to recognize college students' perceptions of online learning during the Covid-19 pandemic, mainly their English teaching and learning processes.

### Findings

The Online Learning Environment Survey was completed by 85 students in total (OLES). After being collected, the data underwent a condensing step. The data set contained information about students' computer usage, lecturer assistance, student interaction & collaboration, personal relevance, authentic learning, student autonomy, equity, contentment, synchronicity, and six open interview questions about the greatest benefit of online distance learning, the greatest drawback of online distance learning, the positive experience of online distance learning, the negative experience of online distance learning, and six open interview questions about the greatest benefit of online distance learning, the greatest drawback of online distance learning, the positive experience of online distance learning, the negative experience of online distance learning, the rank of online distance learning effectiveness, and the class format students prefer. As a result, the data displays are depicted in the following figures.

The findings pertaining to the research questions on Bidikmisi students' perceptions of the use of online learning platforms in the English as a Foreign Language (EFL) classroom are presented and discussed in this part. The results in the tables are interpreted in light of the interview results in the following discussion. The findings of the study came from 85 individuals, including 34 female and 51 male college students. The students have been using LMS for about a year. The online learning platform of LMS is employed for the English teaching and learning process, according to the college students.

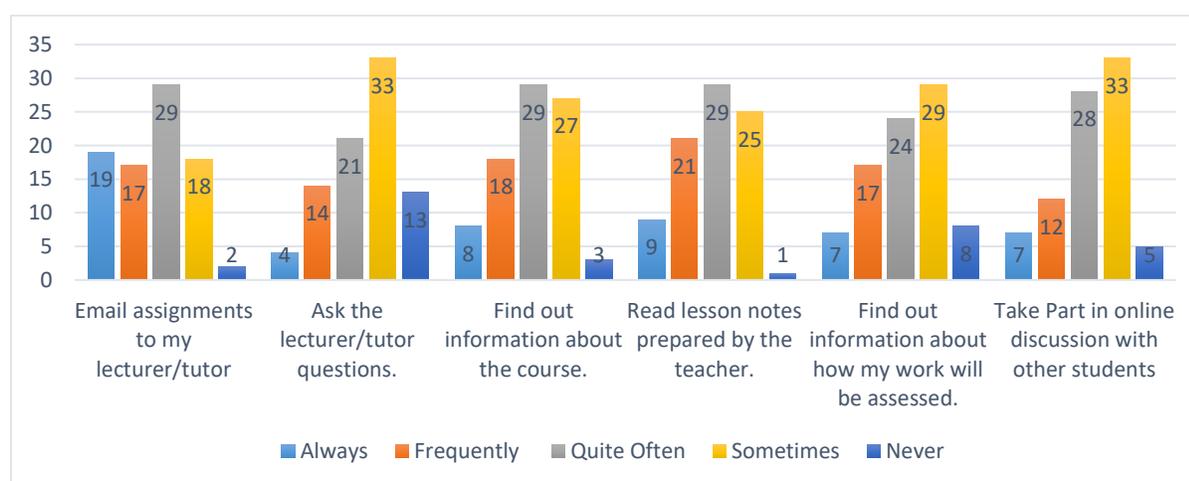


Figure 3. Computer usage

As shown in figure 3, 34.12% reported *quite often*, 22.35% responded *always*, 21.18% said *sometimes*, 20% felt *frequently*, and 2.35% informed *never* concerning the uses of computers to send email assignments to their lecturers.

In examining whether students asked their lecturers some questions during the teaching and learning process in the online learning, 38.82% reported *sometimes*, 24.71% said *quite often*, 16.47% felt *frequently*, 15.29% claimed *always*, and 4.71% informed *never*.

While responding to the question of whether students found out information about the course, 34.12% reported *quite often*, 31.76% informed *sometimes*, 21.18% said *frequently*, 9.41% claimed *always*, and 3.53% revealed *never*.

In examining whether students read lesson notes prepared by lecturers, 34.12% said *quite often*, 29.41% reported *sometimes*, 24.71% claimed *frequently*, 10.59% felt *always*, and only 11.18% responded *never*.

When asked how often they find out how their work would be evaluated, 34.12 % said *sometimes*, 28.23 % said *quite often*, 20% said *frequently*, 8.23 cent said *always*, and 9.41 % said *never*.

In order to see if students participated in online discussions with other students, 38.82% felt *sometimes*, 32.94% said *quite often*, 14.12% reported *frequently*, 8.23% felt *always*, and 5.89% claimed *never*.

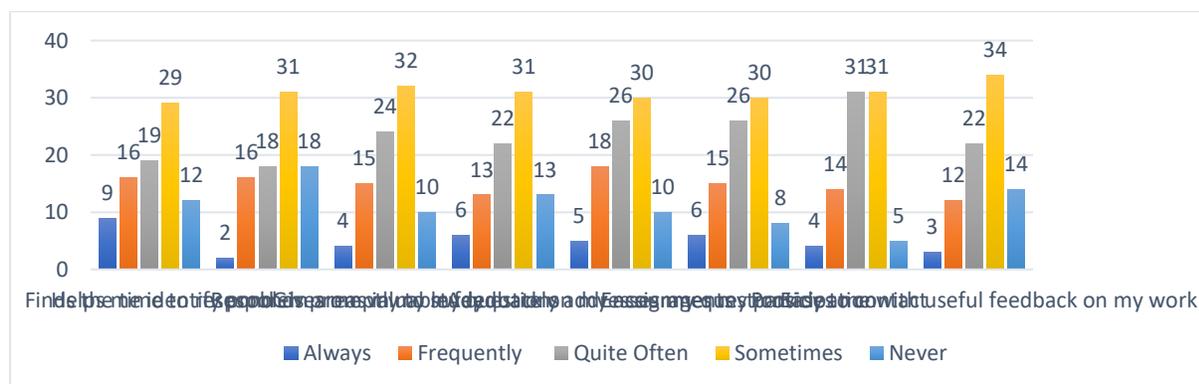


Figure 4. Lecturer assistance

Referring to figure 4, 34.12% reported *sometimes*, 22,35% responded *quite often*, 18.82% said *frequently*, 14.12% claimed *never*, 10.58% informed *always* concerning their lecturers' taking time to respond to the students.

In examining whether lecturers helped students identify problem areas in their study, 36.47% reported *sometimes*, 21.18% claimed *quite often*, 21.18% reported *never*, 18.82% said *frequently*, and 2.35% reported *always* to help them identify problem areas in their study.

While responding to the question of whether lecturers responded promptly to their questions, 37.65% reported *sometimes*, 28.23% responded *quite often*, 17.65% claimed *frequently*, 11.76% said *never*, and 4.70% informed *always*.

In examining whether lecturers give students valuable feedback on their assignments, 36.47% said *sometimes*, 25.88% reported *quite often*, 15.29% claimed *frequently*, 15.29% informed *never*, and only 7.06% claimed *always*.

While reporting about whether lecturers adequately address their questions, out information about how their work will be assessed, 35.29% reported *sometimes*, 30.59% felt *quite often*, 21.18% said *frequently*, 11.76% claimed *never*, and 5.88% informed *always*. In examining whether lecturers encouraged students to participate, 35.28% reported *sometimes*, 30.58% felt *quite often*, 17.65% *frequently*, 9.41% said *never*, and 7.06% responded *always*.

While responding to the question of whether lecturers are easy to contact, 36.47% reported *sometimes*, 36.47% felt *quite often easy*, 16.47% claimed *frequently*, 5.88% felt *never easy*, and 4.70% informed *always*.

In examining whether lecturers provided students with useful feedback on students' works, 40% reported *sometimes*, 25.88% felt *quite often*, 16.47% said *never*, 14.12% informed *frequently*, and 3.53% claimed *always*.

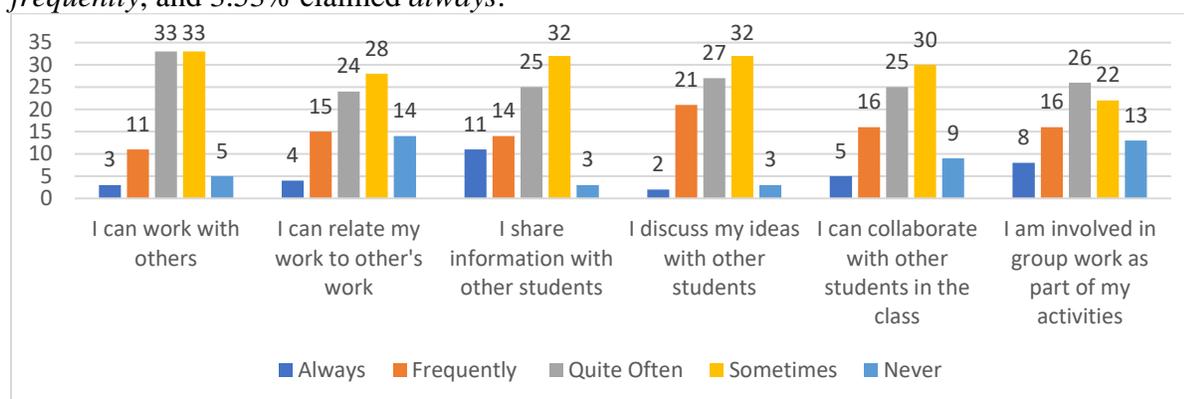


Figure 5. Student interaction & collaboration

Referring to figure 5, 38.83% said *sometimes*, 38.83% said *quite often*, 12.94% said *often*, 5.88% said *never*, 3.53% felt *always* that during the Covid-19 pandemic they could still work virtually with others.

When asked if they could relate their work to others, 32.94% responded *sometimes*, 28.23% said *quite often*, 17.65% said *frequently*, 16.47% said *always*, and 4.70% said *never*. While responding to the question of whether students share information with other students, 37.65% responded *sometimes*, 29.41% claimed *quite often*, 16.47% felt *frequently*, 12.94% claimed *never*, and 3.53% reported *always*.

Dealing with discussing their ideas with other students, 37.65% felt *sometimes*, 31.76% said *quite often*, 24.71% claimed *frequently*, 3.53% responded *never*, and 2.35% reported *always*.

When asked if they can cooperate with other students in the class, 35.29% replied *occasionally*, 29.41% said *sometimes*, 18.82% said *frequently*, 10.59% said *never*, and 5.88% stated *always*.

When asked if they do group work as part of their activities, 30.59% said they do it *quite often*, 25.88% said they do it *sometimes*, 18.81% said they do it *frequently*, 15.29% said they *never* do it, and 9.41% said they *always* do it.

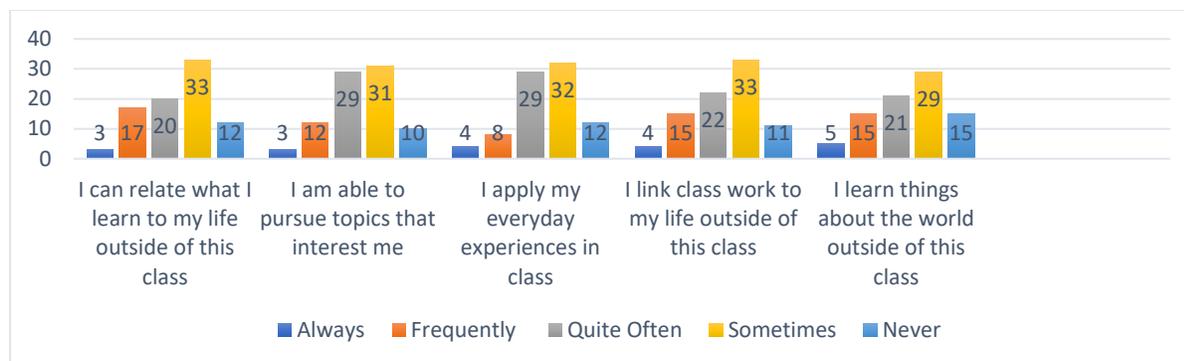


Figure 6. Personal relevance

Referring to figure 6, 3.53% reported *always*, 20% said *frequently*, 23.53% felt *quite often*, 38.82% responded *sometimes*, and 14.12% informed *never* to be able to relate what they learned to their lives outside of these classes.

Dealing with the answers of being able to pursue topics that interest them, 3.53% said *always*, 14.12% felt *frequently*, 34.12% claimed *quite often*, 36.47% responded *sometimes*, and 11.76% reported *never*.

While responding to the question of whether they apply their everyday experiences in classes, 4.70% reported *always*, 9.41% responded *frequently*, 34.12% claimed *quite often*, 37.65% felt *sometimes*, and 14.12% informed *never*.

When asked how often students link classwork to their lives outside of class, 4.7 % stated *always*, 17.64 % said *frequently*, 25.88 % said *quite often*, 38.82 % said *sometimes*, and 12.94 % said *never*. When asked if students learn things about the world outside of class, 5.88 % said *always*, 17.65 % said *frequently*, 24.70 % said *quite often*, 34.12 % said *sometimes*, and 17.65 % said *never*.

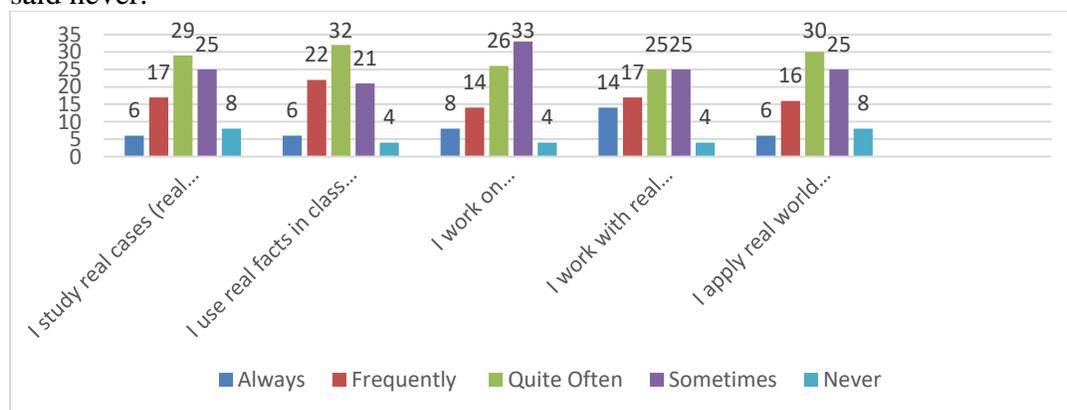


Figure 7. Authentic learning

When asked if they study real cases related to the class activities, 7.06% reported *always*, 20% responded *frequently*, 34.11% informed *quite often*, 29.41% felt *sometimes*, and 9.41% claimed *never*.

While reporting about whether students use real facts in-class activities, 7.06% informed *always*, 25.88% claimed *frequently*, 37.65% said *quite often*, 24.70% responded *sometimes*, and 4.7% reported *never*.

When asked if they work on assignments that deal with real-world data, 9.41% said *always*, 16.47% said *frequently*, 30.59% said *quite often*, 38.82% said *sometimes*, and 4.70% said *never*.

When asked if they work with real cases, 6.47% said *always*, 20% said *frequently*, 29.41% said *quite often*, 29.41% said *sometimes*, and 4.70% said *never*.

Concerning the question of whether they apply real-world experiences to the topics of studies, 7.06% reported *always*, 18.82% claimed *frequently*, 35.29% responded *quite often*, 29.41% felt *sometimes*, and 9.41% informed *never*.

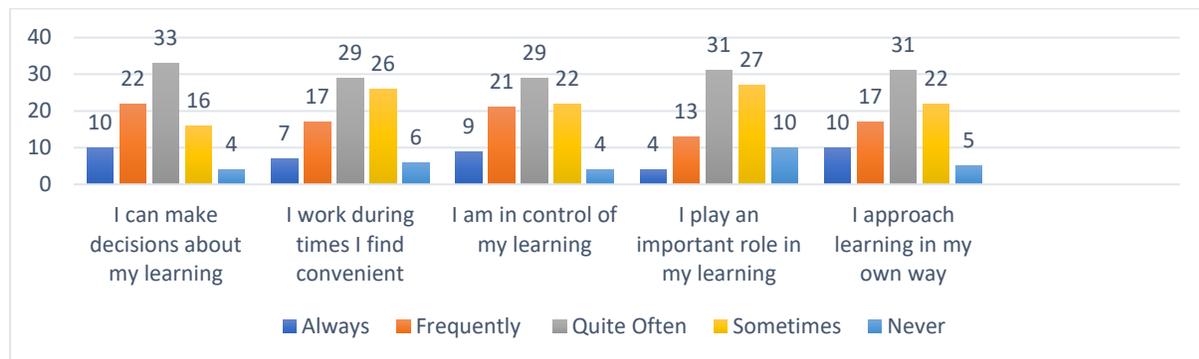


Figure 8. Student autonomy

Referring to figure 8, 11.76% responded *always*, 25.88% said *frequently*, 38.82% felt *quite often*, 18.82% claimed *sometimes*, and 4.71% reported *never* being able to make decisions about their learning.

In examining whether they worked during times they found convenient, 8.24% reported *always*, 20% informed *frequently*, 34.12% said *quite often*, 30.59% felt *sometimes*, and 7.06% claimed *never*.

When asked if they felt in charge of their learnings, 10.59% said *always*, 24.71% said *frequently*, 34.12% said *quite often*, 25.88% said *sometimes*, and 4.71% said *never*.

When asked if they played a significant part in their education, 4.71% replied *always*, 15.29% said *frequently*, 36.47% said *quite often*, 31.76% said *sometimes*, and 11.76% said *never*.

In answering the question of whether they approached learning in their ways, 11.76% claimed *always*, 20% reported *frequently*, 36.47% responded *quite often*, 25.88% felt *sometimes*, and 5.88% said *never*.

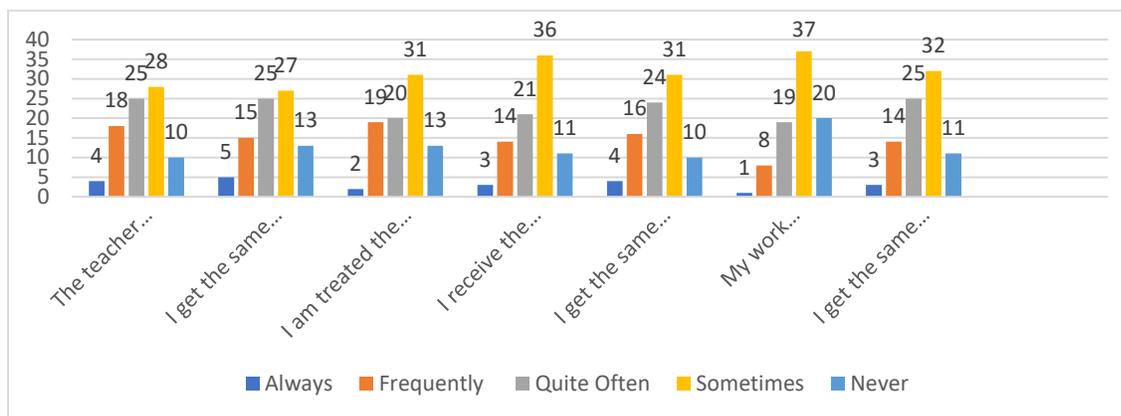


Figure 9. Equity

When asked if they have as much attention to their questions as to other students' questions by their lecturers, 4.71% said always, 21.18% said frequently, 29.41% said quite often, 32.94% said sometimes, and 11.76% said never.

When asked if they received the same amount of help from the teacher as other students, 5.88% said always, 7.65% said frequently, 29.41% said quite often, 31.75% said sometimes, and 15.29% said never.

When asked if they were treated the same as other students in the class, 2.35% said always, 22.35% said frequently, 23.53% said quite often, 36.47% said sometimes, and 15.29% said never.

When asked if they received the same encouragement from their teacher as other students, 3.53% said always, 16.47% said frequently, 24.71% said quite often, 42.35% said sometimes, and 12.94% said never.

When asked if they had the same opportunity to contribute to class discussions as other students, 4.71% said always, 18.82% said frequently, 28.24% said quite often, 36.47% said sometimes, and 11.76% said never.

When asked if their work was praised as much as that of other students, 1.18% said always, 9.41% said frequently, 22.35% said quite often, 43.53% said sometimes, and 23.53% said never.

When asked if they had the same opportunity to answer questions as other students, 3.53% said always, 16.47% said frequently, 29.41% said quite often, 37.65% said sometimes, and 12.94% said never.

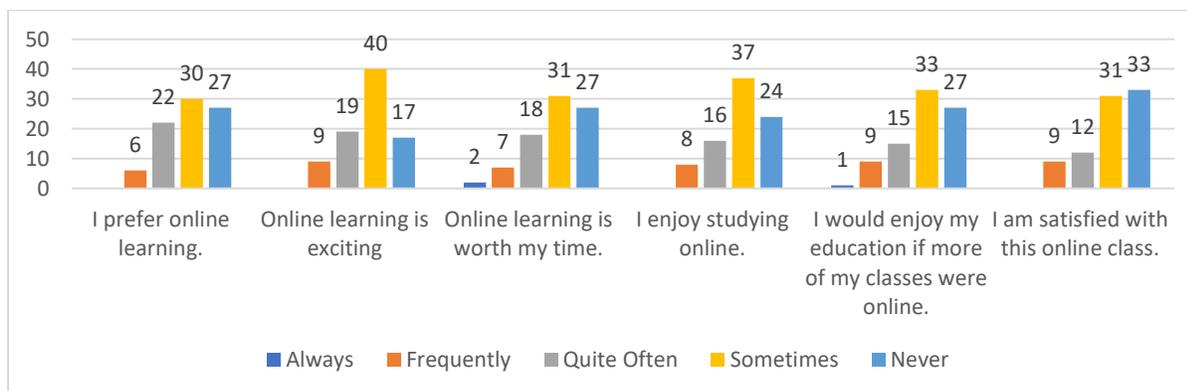


Figure 10. Contentment

Referring to figure 10, 7.06% responded *always*, 25.88% claimed *quite often*, 35.29% said *sometimes*, and 31.76% of students felt *never* concerned about their preferences toward online learning.

In examining whether online learning was exciting, 10.59% responded *frequently exciting*, 22.35% felt *quite often exciting*, 47.06% said *sometimes exciting*, and 20% reported *never exciting*. Dealing with the question of whether online learning was worth their time, 2.35% of students reported that it was *always worth their time*, while 8.24% responded that it was *frequently worth their time*, 21.18% stated *quite often worth their time*, 36.47% claimed *sometimes worth their time*, and 31.76% felt *never worth their time*.

Concerning the question of whether they were content with online study, 9.41% reported *always content with online study*, 18.82% responded *quite often content with online study*, 43.53% claimed *sometimes content with online study*, and 28.23% stated *never content with online study*. When asked if they would be content with their education better if more of their lessons were online, 1.18% said *always*, 10.59% said *frequently*, 17.65% said *quite often*, 38.82% said *sometimes*, and 31.76 percent said *never*.

When asked if they were content with these online courses, 10.59% said they were frequently satisfied, 14.11% said they were quite often satisfied, 36.47% said they were sometimes satisfied and 38, 82% said they were never satisfied.

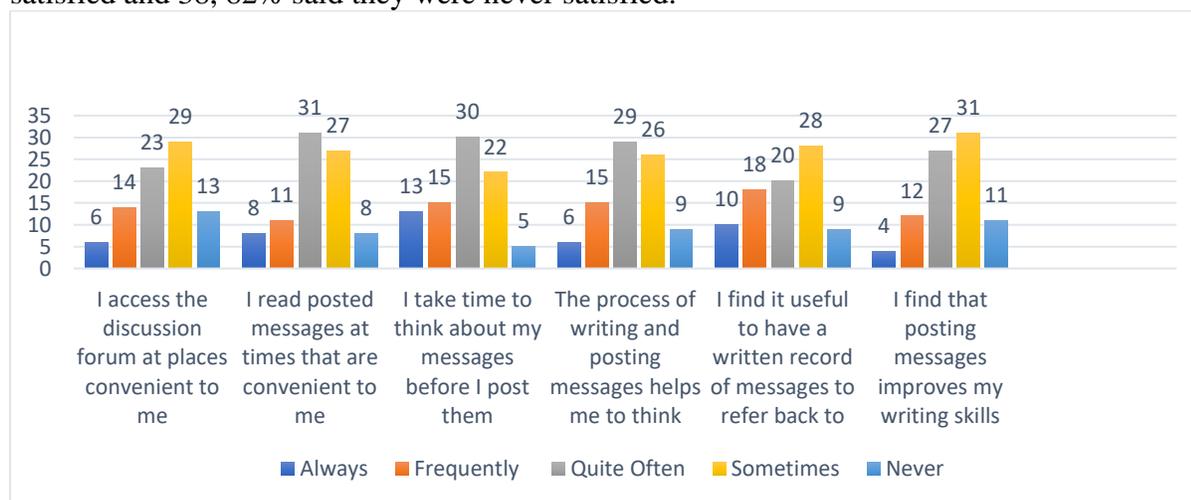


Figure 11. Synchronicity

When asked if they can visit the discussion forum whenever they want, 7.06% replied *always*, 16.47% said *frequently*, 27.06% said *quite often*, 34.12% said *sometimes*, and 15.29% said *never*.

When asked if they read posted remarks at times that are convenient for them, 9.41% said *always*, 12.94% said *frequently*, 36.47% said *quite often*, 31.76% said *sometimes*, and 9.41% said *never*.

When asked if they took time to think about their messages before they posted them, 15.29% said *always*, 17.65% said *frequently*, 35.29% said *quite often*, 25.88% said *sometimes*, and 5.88% said *never*.

When asked if writing and publishing messages helped them think, 7.06% replied *always*, 17.65% said *frequently*, 34.12% said *quite often*, 30.59% said *sometimes*, and 10.59% said *never*. When asked if having a written record of messages to refer back to was useful, 11.76% said *always*, 21.18% said *frequently*, 23.53% said *quite often*, 32.94% said *sometimes*, and 10.59% said *never*.

In response to the question of whether posting their messages improves their writing skills, 4.70% said *always*, 14.12% said *frequently*, 31.76% said *quite often*, 36.47% said *sometimes*, and 12.94% said *never*.

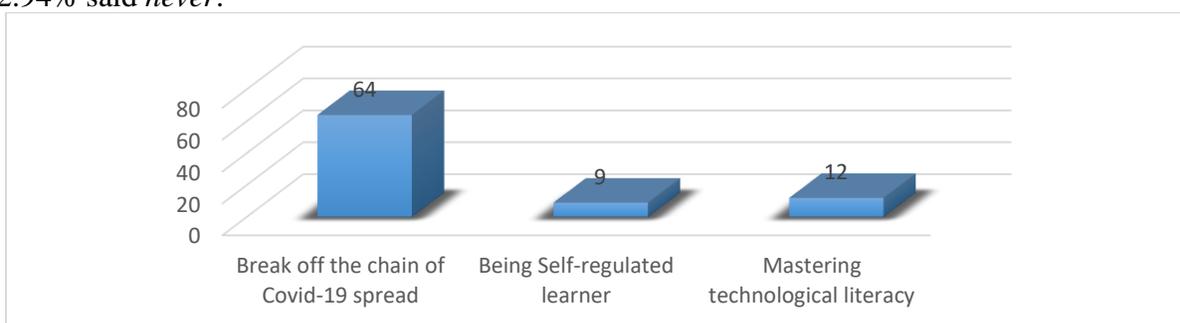


Figure 12. The greatest benefit of online distance learning

Figure 12 illustrates that the majority of bidikmisi students (75%) believe that the main goal of doing online distance learning is to break the Covid-19 distribution chain. The current coronavirus epidemic causes lecturers and students to attend, learn, and study at home in order to slow the disease's spread. In the event of a pandemic, distance learning could be used to stop the virus from spreading.

Online distance learning, according to 11% of students, helps them become self-regulated learners. As a result, students must employ a wide range of cognitive and metacognitive methods in order to achieve their learning goals.

Learners who can improve their self-regulated learning skills used time management, regularly reviewed material, sought professional help from lecturers or peers, made deadlines, and then used metacognition to reflect on their learning. Furthermore, online learning allows students to study at a time and at a location that is convenient for them. Several students commented that they were able to focus more of their attention on the course subject and less on concerns that can occur in a typical classroom setting.

The corona-19 pandemic spreading the world has forced all schools to close their doors and forge a new paradigm. Figure 12 shows that 14% of students believe there has been a shift in the educational paradigm, with online distance learning via ICT becoming an option in the teaching-learning process and a requirement in these pandemic times to continue the student learning process. All students must enhance their technology literacy as a result of the Covid-19 pandemic.

When students were first introduced to LMS as a medium of learning, they struggled because their digital abilities were insufficient to adapt to the new environment. They are now accustomed to using and operating the LMS.

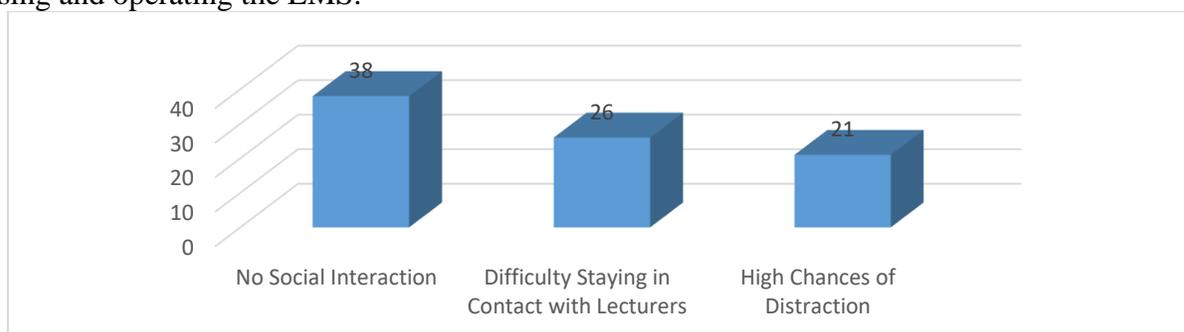


Figure 13. The greatest drawback of online distance learning

Figure 13 illustrates that more than half of students believe that online distance learning isolates them and that they miss the social and physical engagement that comes with attending a traditional classroom. The huge portion of students who choose No Social Interaction shows it (45 percent of students). The majority of students believe they are unable to verbally practice the teachings. Distance learning, as is well known, restricts students to online-based classrooms and learning resources. Students can communicate via chat rooms, discussion boards, emails, and/or video zoom conferencing software, but the experience is not equivalent to that of a traditional campus.

Students will have more difficulties getting in touch with their lecturers when the figure shows that 30% of students have difficulty staying in contact with their lecturers. While email is an alternative, it will not provide them with the same instant answer as sitting down with their lecturers.

According to 25% of students, online distance learning increases the likelihood of distraction, referring to face-to-face interaction and classmates who can assist with regular assignment reminders. If students would like to complete a distance learning course effectively, they must remain motivated and focused. In other words, if a student has a doubt, he must resolve it without the assistance of his lecturers or friends, as he will not be able to speak with friends and colleagues as he would in a traditional college course. He must be able to train himself to become motivated and concentrated in order to effectively complete a course.

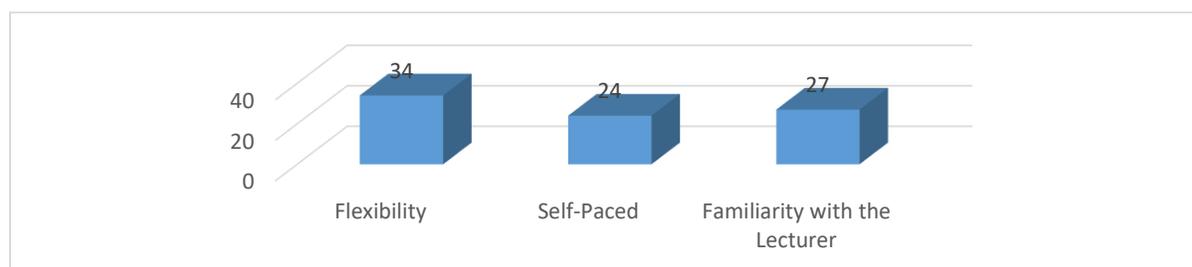


Figure 14. The positive experience towards online distance learning

The flexibility of online education has been generally recognized as an advantage, as seen in Figure 14. The flexibility of class participation time was the most crucial aspect in participants'

positive experience. In this study, 40% of students stressed the ease of not having to go to university and being able to arrange their work and study on their own time.

Another favorable experience mentioned by 28 percent of students in this study is self-paced learning. When lecturers provide required knowledge content to students, they have total authority.

The familiarity or comfort level with lecturers was a common occurrence in this research. 32 % say they enjoyed their classes because they were familiar with the lecturers. When asked if this familiarity affected their opinions of the quality of the distance learning class, they said they felt more at ease since they knew how the lecturers behaved and taught.

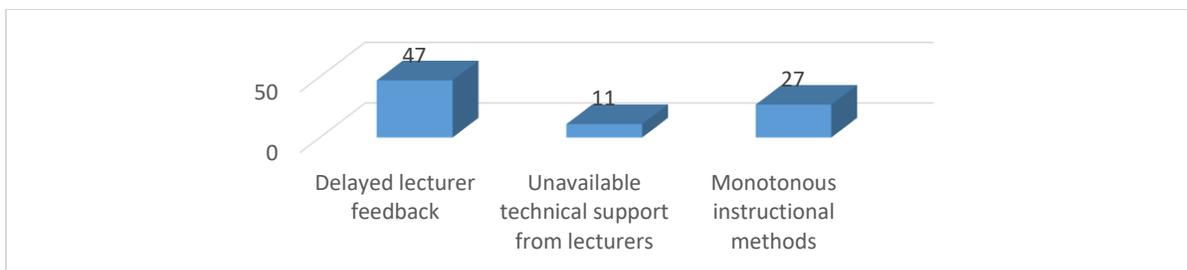


Figure 15. The negative experience towards online distance learning

Students' initial unfavorable experience with online distance learning is delayed feedback from lecturers, as shown in Figure 15 (55%). The lecturer's postponed criticism was regarded as the most influential factor in students' bad perceptions of the quality of online distance learning. All students expect to obtain timely feedback from professors on discussion boards, exams, and tests, as well as prompt feedback on assignments.

The lack of technical help from lecturers is the second most common unfavorable experience with online distance learning, according to 13% of respondents. When students are having difficulties, they expect someone to assist them. The lecturer was the person who was on their minds. As a result, when the lecturer's technical assistance is unavailable, unfavorable experiences will be shared. A few students stated that they and their classmates had no prior experience with technology. Another factor contributing to the feeling of isolation is the online class's repetitive educational methods (32%). According to the students in this study, the message board is their instructor's only means of communication and involvement.

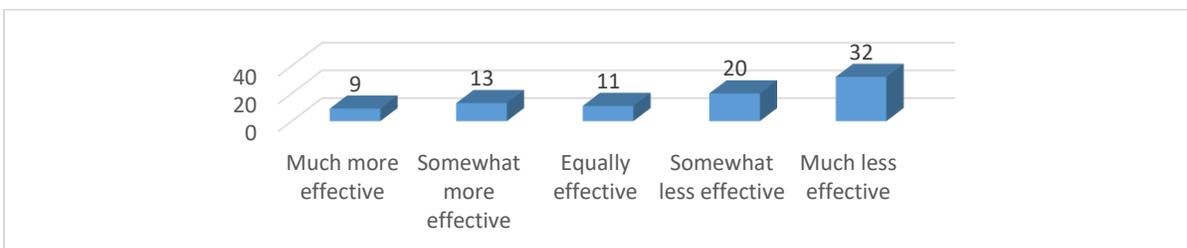


Figure 16. The rank of the effectiveness of online distance learning

Students' perspectives on the usefulness of online distance learning are depicted in Figure 16. Online distance learning is far more effective, according to 11% of students. Online distance learning, according to 15% of students, is somewhat more effective. Online distance learning, according to 23% of students, is somewhat less successful. Online distance learning is substantially less successful, according to 28% of students. In addition, the result shows that 13% of students believe online distance learning is similarly successful.

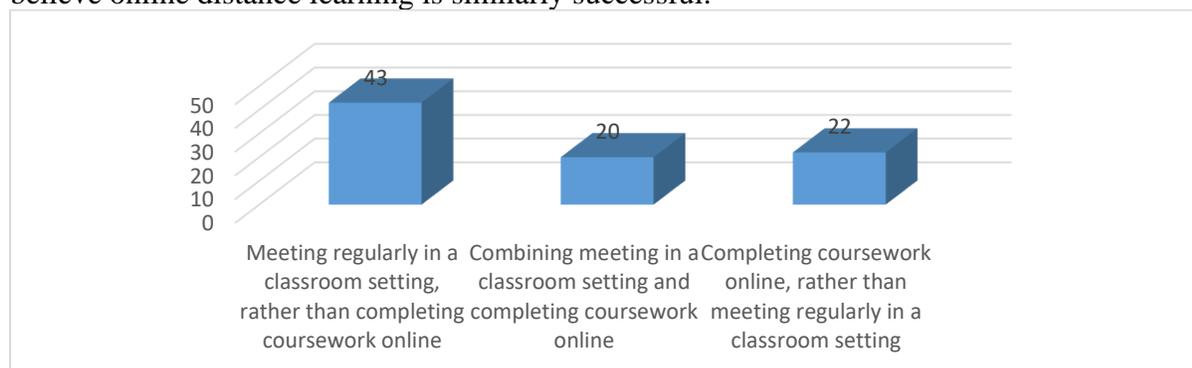


Figure 17. The class format students prefer

Figure 17 indicates that during the Covid-19 epidemic, students respond in a variety of ways to the class structure they choose. More than half of students (51%) prefer to meet in person rather than complete schoolwork online. Only 23% of students choose to meet in a classroom setting while still doing their schoolwork online. Figure 17 also reveals that 26% would rather to complete courses online rather than meet in a classroom setting on a regular basis.

For more details, all questions and the frequency of student answers can be seen in table 2. Table 2. *The result of Bidikmisi students' perceptions of online distance learning*

		Category				
		Always	Frequently	Quite often	Sometimes	Never
1.	Email assignments to my lecturer	22.35%	20%	34.12%	21.18%	2.35%
2.	Ask the lecturer question	15.29%	16.47%	24.71%	38.82%	4.71%
3.	Find out information about the course	9.41%	21.18%	34.12%	31.76%	3.53%
4.	Read lesson notes prepared by the lecturer	10.59%	24.71%	34.12%	29.41%	11.18%
5.	Find out information about how my work will be assessed	8.23%	20%	28.23%	34.12%	9.41%
6.	Take part in online discussions with other students	8.23%	14.12%	32.94%	38.82%	5.89%
7.	Find the time to respond	10.58%	18.82%	22.35%	34.12%	14.12%
8.	Helps me identify problem areas in my study	2.35%	18.82%	21.18%	36.47%	21.18%
9.	Responds promptly to my questions	4.70%	17.65%	28.23%	37.65%	11.76%

10.	Gives me valuable feedback on my assignments	7.06%	15.29%	25.88%	36.47%	15.29%
11.	Adequately addresses my questions	5.88%	21.18%	30.59%	35.29%	11.76%
12.	Encourages my participation	7.06%	17.65%	30.58%	35.28%	9.41%
13.	Easy to contact	4.70%	16.47%	36.47%	36.47%	5.88%
14.	Provides me with useful feedback on my work	3.53%	14.12%	25.88%	40%	16.47%
15.	I can work with others	3.53%	12.94%	38.83%	38.83%	5.88%
16.	I can relate my work to other's work	4.70%	17.65%	28.23%	32.94%	16.47%
17.	I share information with other students	3.53%	16.47%	29.41%	37.65%	12.94%
18.	I discuss my ideas with other students in the class	2.35%	24.71%	31.76%	37.65%	3.53%
19.	I can collaborate with other students in the class	5.88%	18.82%	29.41%	35.29%	10.59%
20.	I am involved in group work as part of my activities	9.41%	18.81%	25.88%	30.59%	15.29%
21.	I can relate what I learn to my life outside of this class	3.53%	20%	23.53%	38.82%	14.12%
22.	I can pursue topics that interest me	3.53%	14.12%	34.12%	36.47%	11.76%
23.	I apply my everyday experiences in class	4.70%	9.41%	34.12%	37.65%	14.12%
24.	I link classwork to my life outside of this class	4.7%	17.64%	25.88%	38.82%	12.94%
25.	I learn things about the world outside of this class	5.88%	17.65%	24.70%	34.12%	17.65%
26.	I study real cases related to the class activity	7.06%	20%	34.11%	29.41%	9.41%
27.	I use real facts in-class activities	7.06%	25.88%	37.65%	24.70%	4.7%
28.	I work on assignments that deal with real-world information	9.41%	16.47%	30.59%	38.82%	4.70%
29.	I work with real examples	16.47%	29.41%	29.41%	29.41%	4.70%
30.	I apply real-world experiences to the topic of studies	7.06%	18.82%	35.29%	29.41%	9.41%
31.	I can make decisions about my learning	11.76%	25.88%	38.82%	18.82%	4.71%
32.	I work during times I find convenient	8.24%	20%	34.12%	30.59%	7.06%
33.	I am in control of my learning	10.59%	24.71%	34.12%	25.88%	4.71%
34.	I play an important role in my learning	4.71%	15.29%	36.47%	31.76%	11.76%
35.	I approach learning in my way	11.76%	20%	36.47%	25.88%	5.88%
36.	My teacher always gives as much attention to my question as to other students	4.71%	21.18%	29.41%	32.94%	11.76%
37.	I get the same amount of help from the teacher as did other students	5.88%	7.65%	29.41%	31.75%	15.29%

38.	I am treated the same as other students in the class	2.35%	22.35%	23.53%	36.47%	15.29%
39.	I receive the same encouragement from the teacher as other students do	3.53%	16.47%	24.71%	42.35%	12.94%
40.	I get the same opportunity to contribute to the class discussion as other students	4.71%	18.82%	28.24%	36.47%	11.76%
41.	My work receives as much praise as other students' works	1.18%	9.41%	22.35%	43.53	23.53
42.	I get the same opportunity as other students	3.53%	16.47%	29.41%	37.65%	12.94%
43.	I prefer online learning	7.06%	25.88%	0%	35.29%	31.76%
44.	Online learning is exciting	0%	10.59%	22.35%	47.06%	20%
45.	Online learning is worth my time	2.35%	8.24%	21.18%	36.47%	31.76%
46.	I enjoy studying online	0%	9.41%	18.82%	43.53%	28.23%
47.	I would enjoy my education if more of my classes were online	1.18%	10.59	17.65	38.82	31.76
48.	I am satisfied with this online class	0%	10.59%	14.11%	36.47%	38.82%
49.	The discussion forum is accessible from places that are convenient for me.	7.06%	16.47%	27.06%	34.12%	15.29%
50.	I read posted messages at times that are convenient to me	9.41%	12.94%	36.47%	31.76%	9.41%
51.	I take time to think about my messages before I post them	15.29	17.65%	35.29%	25.88%	5.88%
52.	Writing and posting messages helped me develop my thinking skills.	7.06	17.65%	34.12%	30.59%	10.59%
53.	I find it useful to have a written record of messages to refer back to	11.76%	21.18%	23.53%	32.94%	10.59%
54.	I find that posting my messages improve my writing skills	4.70%	14.12%	31.76%	36.47%	12.94%
55.	The greatest benefit of online distance learning					
	Break off the chain of Covid-19 spread				75%	
	Being Self-regulated learner				11%	
	Mastering technological literacy				14%	
55.	The greatest drawback of online distance learning					
	No Social Interaction				45%	
	Difficulty Staying in Contact with lecturers				30%	
	High Chances of Distraction				25%	
56.	The positive experience towards online distance learning					
	Flexibility				40%	
	Self-Paced				32%	
	Familiarity with the lecturer				28%	

57.	The negative experience towards online distance learning	
	Delayed lecturer feedback	55%
	Unavailable technical support from lecturers	13%
	Monotonous instructional methods	32%
58.	The rank of the effectiveness of online distance learning	
	Much more effective	11%
	Somewhat more effective	15%
	Equally effective	13%
	Somewhat less effective	23%
	Much less effective	38%
59.	The class format students prefer	
	Meeting regularly in a classroom setting, rather than completing coursework online	51%
	Combining meeting in a classroom setting and completing coursework online	23%
	Completing coursework online, rather than meeting regularly in a classroom setting	26%

### Discussion

Students are more stressed, lack motivation, and easily get bored or distracted during online learning, as shown in the results. Even more anxious were they when lecturers regularly gave them tasks that only took one day to complete. Based on the survey results, the students were unhappy with how the lecturers taught them. It seems some lecturers always asked students to send assignments' answers via email and took much time to answer questions from students. They became bored and uninterested in raising their hands to ask problems related to the learning materials they were learning in this manner. When they did not fully understand the teachings their lecturers explained, they opted to question their peers instead of lecturers. Students also said that online lectures were difficult to grasp. As a result, lecturers must be attentive to a variety of learning styles, requirements, and expectations, as well as be familiar with the online learning environment. To put it another way, internet learning is uninteresting (Dhawan, 2020).

The majority of the students' issues were related to inadequate network access and bandwidth. The internet connection stability was identified to be one of the issues students had while online learning in the Covid-19 program, according to Britt (2006) and Zhong (2020). The bidikmisi students at Sriwijaya State Polytechnic come from various regions, with the majority from remote areas where access to the internet is still difficult. Internet access requires a huge quota, therefore bidikmisi students choose to switch off the camera throughout the teaching and learning process via online to save their quota.

In summary, most students indicated that they preferred conventional learning over online learning due to a number of problems they faced when implementing online lessons during a pandemic situation. In studies by Jeffrey, Milne, and Suddaby (2014), Almaghaslah, Ghazwani, Alsayari, & Khaled (2018), and Dhawan (2020), students were more comfortable with face-to-face learning than online learning. They believed that online learning activities made them stressed, bored and unmotivated.

## Conclusion

Various obstacles have been encountered during the implementation of distance learning in Sriwijaya State Polytechnic during the COVID-19 pandemic through online learning. The availability of various ICT tools and online learning platforms is widely spread, but they cannot be directly used by teachers in order to support the implementation of learning. Additionally, the students' geographic location, where many do not have access to good internet networks, and their family's economic ability are obstacles to implementing online learning through various platforms. Students also feel that conventional learning is simpler than online learning. Students believe that lessons given by the teacher utilizing online learning are less effective. It is common for teachers to send the materials without explanation, which increases the anxiety of the students, since they cannot fully understand the lesson.

Based on the study's findings, some recommendations are made. Because the covid-19 epidemic demands online distance learning, lecturers must be more innovative in their use of various instructional strategies to ensure that bidikmisi students are not bored throughout the learning process taking place during virtual meetings. To enable effective and efficient teaching and learning practices, several teaching methods (lectures, case studies, debates, discussions, experiential learning, brainstorming sessions, games, drills, and so on) may be employed online. Teaching and learning should be made exciting in such panicked situations, where the lives of so many students are on the line. Students' tension, fear, and anxiety will be reduced as a result of this. In short, educational system requires all lecturers who are knowledgeable about the quickly evolving and changing information environment and have a feel of how to combine theory and practice.

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